

Request for Proposals (RFP)
Adult Education for Early Childhood Providers
Pilot Program

The Rhode Island Department of Education (RIDE) is requesting Proposals from qualified vendors to provide Adult Education for Early Childhood Providers, in accordance with the terms of this solicitation. Eligible vendors must be current RIDE-funded adult education providers.

BACKGROUND/OVERVIEW

The Rhode Island Early Learning Workforce Study indicated that 23% of Spanish speaking family child care educators have less than a high school credential. Preliminary research by Rhode Island's family child care union reinforces that 77 individuals (23%) have less than a high school credential. 93% of those providers live in Providence, with the majority in the Elmwood and Olneyville areas.

In addition to this information, the Department of Human Services conducted a telephone survey in June, 2014. This survey targeted Spanish providers working in early childhood programs rating 2 or 3 stars on the Bright Stars rating scale. Forty three (43) family childcare providers whose primary language is Spanish responded to the survey. Results indicated that 33 out of the 43 Spanish speaking providers claimed to have an English language limitation. Only 8 out of 43 interviewees considered themselves fully English proficient. There were 24 who did not read, write or speak English. All providers in this survey did have a high school diploma or GED credential. Twenty-eight (28) indicated beginner knowledge of technology.

Primary Issue:

Early Childhood Providers who seek to further their own basic literacy and language skills, increase their Quality Rating Improvement System (QRIS)/ "Bright Stars" rating, or comply with licensing requirements will need learning opportunities that will allow them to reach their individual goals.

SCOPE OF WORK

This proposal would provide funding for a pilot program to provide adult education instruction in Spanish GED Preparation and in English as a Second Language instruction, with wrap around case management support services for a cohort of up to 25 early childhood educators currently providing licensed care for children. The cohort model should serve as a dynamic transitional growth opportunity that will help a group of learners make good use of each other by providing both the challenge that will encourage learners to grow and the support they needed to meet those challenges. The cohort should be a place where ideas can be compared to those of other people and where peers create an active learning environment. Another objective would be that the cohort embodies a community of concern. For example, when a student is

absent from a particular class, others will inquire about the student's well-being. Support can often be offered in concrete ways, such as help with homework, friendly encouragement, and help pronouncing words correctly.

Pilot classes will be offered in either the Elmwood or Olneyville sections of Providence. Days and times will be convenient for schedules of early learning providers, examples include evenings and/or weekends.

Instruction will be through a contextualized education model focusing on the early childhood learning workplace and Spanish GED instruction. Contextualization is an instructional approach rooted in learning theories that adult learning is a process of constructing knowledge by drawing on existing knowledge and experiences, and by making a connection with contexts; learners can more easily transfer their new skill to other situations like the workplace.

Contextualized instruction includes a diverse set of instructional strategies designed to seamlessly link the learning of foundational skills and academic or occupational content by focusing on concrete applications in a real life context.

To put this approach into practice, lessons need to be contextualized whereby there is linkage with teaching of foundational skills in speaking, reading, math, and writing to contexts that are relevant and meaningful to the early education profession. Examples would include a connection to the Early Learning Standards, family involvement, nutrition etc. Input from experts such as Center for Early Learning Professionals will be key to curriculum development. The successful applicant will also collect and provide information which will help assess the effectiveness of the pilot program.

EXPECTED OUTCOMES:

- (1) The majority of students will attain an increase in their Educational Functioning Level in English as a Second Language, as measured by a pretest and posttest on a standardized assessment approved by RIDE.
- (2) High School Credentials (GED or NEDP) for those who are functioning at a level high enough to pass the official GED practice exam ("GED Ready") with a score of "Likely to Pass."

The Rhode Island High School Equivalency Program is composed of the General Educational Development (GED) Tests, which are administered throughout the state by testing centers authorized by the Board of Education. The Rhode Island High School Equivalency Diploma is issued to those eligible individuals who successfully complete the GED Tests.

The National External Diploma Program (NEDP) is a performance assessment system that is competency-based, and expects adults to demonstrate their ability in a series of

simulations that parallel job and life situations. Participants are evaluated against a criterion of excellence instead of by comparison to others.

ADDITIONAL CONTRACTOR REQUIREMENTS/QUALIFICATIONS

- Bidders must submit a letter of transmittal signed by an owner, officer, or other authorized agent.
- Bidders must submit relevant organizational information, a list of similar projects undertaken and/or clients served, agency expertise relative to the services requested, and a statement of existing workload as it impacts the performance of the project.
- Bidders must provide an overview of key personnel assigned to the project including education and prior experience.
- Bidders must disclose any work to be sub-contracted including the specific work to be performed and staffing, organizational structure, and business background of the sub-contractor.
- Preference will be given to bidders who have an onsite early learning center.

TERMS OF THE CONTRACT

The contract will begin March 1, 2015 and end August 31, 2015. The scope of the work may be modified by RIDE prior to beginning work on a given task. RIDE retains the option of granting a time extension of up to **two years** with additional funding if available and if the level of work is expanded by mutual written consent. If necessary, deficiencies in performance of services and/or failure to supply deliverables in a complete and timely manner will be documented in writing by RIDE. Should a pattern of substantial dissatisfaction become apparent, RIDE reserves the right to terminate the contract.

PROPOSED FUNDING: \$60,000

COST PROPOSAL/TERMS OF PAYMENT

The contractor must prepare a cost proposal reflecting the hourly rate or other fee structure proposed for this scope of services using the Cost Proposal Forms contained in Appendix A. The total cost of the contract is not to exceed **\$60,000**. The budget may be presented for the full six months, crossing fiscal years.

Please note that reimbursement for travel within the continental United States will be limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at www.gsa.gov/perdiem.

Proposal Submission

Questions concerning this solicitation may be e-mailed Dr. Philip Less at RIDE. **Send your questions in Microsoft Word format.** Questions received, if any, will be posted and answered on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. Philip.Less@RIDE.RI.GOV

Proposals (an original plus 4 copies) should include the following:

1. A *separate* Cost Proposal as described above.
2. A *separate* Technical Proposal (see below) describing the qualifications and background of the applicant and experience with similar programs, as well as the work plan or approach proposed for this requirement.

Deliver to: RI Department of Education
Office of Multiple Pathways
Attn: Dr. Philip Less
255 Westminster Street
Providence, Rhode Island 02903

Contractor assumes all responsibilities for proposals submitted by mail or commercial delivery service. Proposals misdirected to other state locations or which are otherwise not present in RIDE at the time of opening, for any cause, will be determined to be late and will not be considered. Faxed responses will not be considered. Application timeline:

January 30, 2015	Request for Proposals Posted
February 6, 2015	Questions due
February 13, 2015	Applications due
February 27, 2015	Projected announcement of selected programs.

TECHNICAL PROPOSAL/REQUIRED ELEMENTS

- | | |
|---|-------------|
| 1. Contractor understanding of the Issues | (10 points) |
| 2. Work Plan | (20 points) |
| 3. Capacity of the Agency Effectively to Administer the Project | (20 points) |
| 4. Quality of Key Personnel (including Curriculum vitae) | (20 points) |
| 5. Cost Proposal | (30 points) |

The technical proposal should be 10-20 pages in length, respond to each area of the required elements listed above, and contain a cost proposal using the forms in Appendix A. Supplemental information may be appended to the technical proposal.

NOT WITHSTANDING THE ABOVE, THE STATE RESERVES THE RIGHT TO AWARD ON THE BASIS OF COST ALONE, TO ACCEPT OR REJECT ANY OR ALL OPTIONS, BID PROPOSALS, AND TO ACT IN ITS BEST INTEREST.

APPENDIX A

BUDGET

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

<u>Expense Category</u>	Year 1	Year 2	Year 3
1. Salaries (51000)			
2. Fringe Benefits (52000)			
3. Professional and Technical Services (53000)			
4. Property Services (Facility Rental/Maintenance) (54000)			
5. Other Purchased Services (55000)			
6. Supplies and Materials (56000)			
7. Property and Equipment (57000)			
Subtotal			
7. Indirect Costs (60000)			

TOTAL

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Contractor on behalf of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Contractor shall notify the contract officer of the variance and obtain pre-approval, in writing; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds between categories requires prior written approval by RIDE. In no event shall the total amount of reimbursement claimed by the vendor under this agreement exceed the total approved contract amount.

BUDGET DETAIL SHEET
FISCAL YEAR 2015-6

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator			
Education Coordinator			
Teacher			
Teacher Assistant			
Substitutes			
Case Manager			
TOTAL		\$	\$

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Professional Development		
GED Tests		
TOTAL		\$

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		\$

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		
Property Insurance		
TOTAL		\$

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Educational Materials		
Program Supplies		
Utilities (Gas, Oil, Electricity)		
TOTAL		\$

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures		
Equipment		
TOTAL		\$

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses		
TOTAL		\$